DOCUMENT RESUME

ED 460 380 CS 216 742

| | |
|---|---|
| TITLE | Instruction Manual for Test Administrators of English Language Arts--Writing Session: Elementary, Intermediate, Secondary, 1998-99. |
| INSTITUTION | Maine State Dept. of Education, Augusta. |
| PUB DATE | 1998-00-00 |
| NOTE | 13p.; For the Instruction Manual for Principals/Test Coordinators, see CS 216 743. |
| PUB TYPE | Guides - Non-Classroom (055) |
| EDRS PRICE | MF01/PC01 Plus Postage. |
| DESCRIPTORS | Disabilities; Elementary Secondary Education; State Programs; *Test Format; Test Manuals; *Testing; Testing Accommodations; Writing Evaluation; *Writing Tests |
| IDENTIFIERS | *Maine Educational Assessment |

ABSTRACT

This manual presents information and instructions for test administrators in administering the 1998-99 version of the writing session of the Maine Educational Assessment (MEA). Sections of the manual present a checklist for test administrators; changes and reminders to the MEA for 1998-99; responsibilities of test administrators (scheduling, student testing materials, and preparation for testing); test administration (identification information, and two writing prompts); post-test procedures (encoding student information and returning materials to test coordinator); and specific assessment modification codes. (RS)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 460 380

# Instruction Manual for Test Administrators of English Language Arts Writing Session. Elementary, Intermediate, Secondary, 1998-99

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

E. M. Bither

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)



CS 216 742

BEST COPY AVAILABLE

MAINE EDUCATIONAL ASSESSMENT

# Instruction Manual for Test Administrators of English Language Arts Writing Session

**Elementary**
**Intermediate**
**Secondary**
**1998–99**

CONTENTS


CHECKLIST FOR TEST ADMINISTRATORS ..... 2

MEA 1998–99 CHANGES AND REMINDERS ..... 2

RESPONSIBILITIES OF TEST ADMINISTRATORS ..... 3
- Scheduling Tests ..... 3
- Student Testing Materials ..... 3
- Preparation for Testing ..... 4

TEST ADMINISTRATION ..... 5
- Session 1A: Identification Information ..... 5
- Session 1B: Writing – Prompt A ..... 6
- Session 2: Writing – Prompt B ..... 7

POST-TEST PROCEDURES ..... 9
- Encoding Student Information ..... 9
- Returning Materials to Test Coordinator ..... 10

SPECIFIC ASSESSMENT MODIFICATION CODES ..... 11


The success of the 1998–99 Maine Educational Assessment depends upon your assistance. If you have any comments or suggestions regarding the assessment program, contact Dr. Horace Maxcy, MEA Coordinator, at the Department of Education, State House Station #23, Augusta, Maine 04333, or telephone 207-287-5996, or send e-mail to brud.maxcy@state.me.us.

If you have questions about materials or procedures for administering the test, contact Advanced Systems in Measurement and Evaluation, Inc. (Advanced Systems), 1-800-431-8901.

The Maine Department of Education and Advanced Systems thank you for your valuable assistance in administering this MEA test.

**IMPORTANT DATES**

| | |
|---|---|
| November 2 to November 6, 1998 | Test administration must be completed. |
| November 9, 1998 | Test materials must be returned to Advanced Systems. |

## TEST SECURITY

All test materials and student responses in the Maine Educational Assessment are copyrighted, secure material and may not be duplicated in any way or retained in the school after MEA testing is completed.

## CHECKLIST FOR TEST ADMINISTRATORS

**Before testing**

_____ Meet with the test coordinator to plan the testing schedule and to review procedures.
_____ Read this manual.
_____ Notify students and parents about testing.
_____ Secure sharpened #2 pencils, blue- and/or black-inked pens, and dictionaries.
_____ Obtain information from the test coordinator to complete the section on page 1 of Composition Booklet 1.

**During testing**

_____ Post a "Testing—Please do not disturb" sign on the classroom door.
_____ Write the name of the school, school district , teacher, and the class on the chalkboard.
_____ Be sure that students have comfortable and adequate work space.
_____ Follow directions for administering the writing portion of the test.
_____ Monitor students' handling of the writing test envelope and composition booklets to keep them in good condition.
_____ Give students as much time as needed (within MEA guidelines) to complete sessions.
_____ Verify that the student name grid is completed on each composition booklet.
_____ Administer makeup sessions or sessions for students who require modifications, if assigned to do so.

**After testing**

_____ Verify that the student, school, district, and teacher name spaces on the back page of each composition booklet and the student name grid on page 2 of Composition Booklet 1 and page 1 of Composition Booklet 2 are completed.
_____ If assigned to do so, encode information on page 1 of Composition Booklet 1 about student program participation in IASA services, English language fluency, and special education for each student. Complete the "Modifications and Exclusions" box for any students requiring test modifications or who are excluded from any or all of the test sessions, if assigned to do so.
_____ Provide the test coordinator with the full names of all students who did not take either session of this MEA test.
_____ Complete the teacher questionnaire.
_____ Sort test materials and return them to the test coordinator.

## MEA 1998-99 CHANGES AND REMINDERS

- The writing portion of English Language Arts (ELA) is the only test being administered in the fall at grades 4, 8, and 11. Reading, mathematics, science/technology, social studies, the visual and performing arts, and health education will be administered in the spring for grades 4, 8, and 11.
- Two writing prompts will be administered—one common prompt and one matrix-sampled prompt. The prompts will cover four modes of writing: narrative, expository, descriptive, and persuasive. Note: The persuasive mode will not be measured at grade 4.
- The composition booklet document contains two parts—Composition Booklet 1 and Composition Booklet 2. Composition Booklet 2 has a sealed envelope containing the matrix-sampled prompt.
- A completed teacher questionnaire for each teacher administering the writing test must be returned with the student writing samples.
- There is no principal questionnaire this year for the writing administration.

# RESPONSIBILITIES OF TEST ADMINISTRATORS

**As test administrator, your job is to**

- ensure a standardized test environment in which no coaching or prompting occurs,
- test the group of students assigned to you according to instructions given in this manual,
- conduct makeup testing for students absent from original test sessions if assigned to do so,
- encode information about student exclusion status,
- encode information to request individual classroom reports, if this is how your school wants its results reported,
- fill out the student name grids on the composition booklets, and
- ensure that all testing materials in your care are counted and that when testing is finished you return to your test coordinator the same number of materials you received.

**All test materials and responses in the Maine Educational Assessment are copyrighted material and may not be duplicated in any way. To protect the security of the test, all test administrators must follow carefully the instructions in this manual for administering test sessions and handling materials.**

## Scheduling Tests

Total testing time for part 1 of ELA—the writing test—is approximately two hours, made up of two separate testing sessions. Except for makeup sessions or sessions for students requiring test modifications, the test sessions must follow the order listed below. The test coordinator in your school will arrange a testing schedule with you.

Times indicated for the different testing sessions are estimates of times needed by average students.

☞ **NOTE: The MEA tests are not timed tests, in the sense that no adjustments will be made for unfinished writing samples in the scoring and generation of student and school results. The time allotments that follow should aid administrators in planning for the test. Students needing time beyond the suggested amounts should be allowed some extra time to finish; this extra time should total no more than 50 percent of the recommended original session time for that test session.**

| **Time Estimates for Each Session** | **45 minutes** |
|---|---|
| Session 1A: Identification Information | 15 minutes |
| Session 1B: Writing Prompt A | 45 minutes |
| Session 2: Writing Prompt B | 45 minutes |

## Student Testing Materials

In addition to this manual, you will receive a set of student testing materials for the group you will be testing. These materials include a composition booklet document for each student in your class. The composition booklet document is a two-part document that includes Composition Booklet 1 and Composition Booklet 2 inserted within. Composition Booklet 2 has a sealed envelope inserted that contains one of the 16 matrix-sampled prompts—Prompt B—the general writing directions, and space for a first draft, outline, notes, and/or a web. Composition Booklet 1 has been designed to include the common prompt—Prompt A— the directions, and draft space all within the eight-page booklet.

Each composition booklet has a form number printed at the bottom right-hand corner of page 1. The number is the second and third digits (shaded) of the serial numbers. Please verify immediately that the form number on page 1 of each composition booklet matches. Before distributing material to students, pull out any sets with numbers that do not match. **DO NOT SEPARATE THE MATCHED SETS OF COMPOSITION BOOKLETS BEFORE PASSING THEM OUT TO STUDENTS.**

☞ **NOTE: During each test session, students should always be working with their own original test materials, which are those distributed to them at the beginning of Session 1A. Composition Booklet 1 must be kept together with Composition Booklet 2 until Session 1A is completed. Composition Booklet 2 should then be collected and secured until Session 2 is administered.**

☞ **NOTE: Sixteen different forms of the writing portion of the test are included in the sealed envelopes inserted in composition 2 booklets. The composition booklet documents are arranged in a**

**special order in the stacks you have been given. DO NOT CHANGE THE ORDER OF ANY COMPOSITION BOOKLET DOCUMENTS. They are arranged to achieve the proper distribution of materials when they are passed out.**

The composition booklets have been designed for machine scoring and should be handled carefully. Each composition booklet should be free of extraneous marks and loose eraser bits, and they should never be folded, clipped, stapled, banded, or torn.

Page 2 of Composition Booklet 1 and page 1 of Composition Booklet 2 contain the boxes for student, school, district, and teacher identification. Page 1 of Composition Booklet 1 also contains sections to indicate student IASA information, English language fluency, special education, and modification and exclusions information. Page 2 of Composition Booklet 1 and page 1 of Composition Booklet 2 contain the student name grid. A birth date grid is included on page 1 of Composition Booklet 2. Page 2 of Composition Booklet 1 also contains a research grid. No information should be encoded in the research grid unless special directions are included.

Composition Booklets 1 and 2 are designed to provide three lined pages for the final draft of each essay. Students are instructed to plan their essays so the final product can be completed on three pages. **No additional pages will be allowed or considered in the scoring process.**

## Preparation for Testing

### Gathering Materials and Information

To prepare for the test, you should

- read this entire set of instructions for test administrators,
- meet with the school's test coordinator to discuss a testing schedule, test procedures, and any questions you have,
- check the test materials you have been given to be sure you have enough for the students you will be testing and that they are not defective. Notify the test coordinator if you are missing any materials or have defective materials.
- Make sure you have extra pens that write either blue or black, sharpened #2 pencils, dictionaries, poor spellers' dictionaries, and thesauruses.

If you are assigned to encode program participation information on Composition Booklet 1 after the testing is complete, obtain the information needed to do so. This includes information on

- students in IASA programs
- student English language fluency information
- students requiring special education
- students with modifications and exclusions

Refer to page 11 of this manual and page 8 of the *Instruction Manual for Principals/Test Coordinators* for assessment modification codes.

### Preparing Students for the Test

The MEA writing test is completely performance based. It requires students to produce two writing samples, so it is appropriate to familiarize students with the released prompts of previous MEA test administrations. Portions of previous MEA tests were sent to each district with their results. These examples will help students become familiar with the nature of the writing test that allows for pre-writing activities and drafting.

☞ **NOTE: Using current test materials to familiarize students with test-taking strategies is a violation of test security and testing procedures.**

Notify students of the testing in advance, and request that they bring a blue- or black-inked pen—if they want to use ink instead of a #2 pencil—to the writing test sessions, and a book to read or some work to do if they finish a session early.

### Final Administration Preparation

Just before testing, please

- review the directions for Test Administration in the next section,
- arrange testing materials for each session so that you will be able to distribute them to students rapidly,
- post a "TESTING — PLEASE DO NOT DISTURB" sign on the door, and
- write the name of the school, school district, and teacher on the chalkboard (e.g., SCHOOL DISTRICT: SAD 2001).

# TEST ADMINISTRATION

The different test sessions are to be administered in the order listed on page 3, which is also how the following instructions are presented. It is important that all students be allowed to complete each session of the test under the timing guidelines listed previously so that accurate assessment information may be collected. Testing times provided are estimates of amounts of time needed by average students.

☞ **NOTE: If students finish a test session early, they may review their work in that same test; they cannot work on a test administered during a previous session or on a test not yet administered.**

Circumstances over which you have no control (e.g., power failures, fire drills) may disturb the students. If an interruption occurs during a testing session, ask students to close their test booklets. When conditions return to normal, resume testing. Interruptions should not reduce the total amount of time students are given to complete the test questions.

Be sure that students clearly understand all of the directions before you begin testing. However, idea brainstorming or other interactive writing process pre-writing activities are prohibited for the writing portion of the assessment.

☞ **NOTE: During each session, circulate around the room to see that students are writing in the correct sections of the composition booklet and that they are not wasting time. This process will be referred to in the procedures as "circulate and check."**

Please review the step-by-step directions before beginning each testing session. As you review the directions, familiarize yourself with the different sections of the composition booklet. Directions to the students should only take a few minutes so that students can spend most of their time answering test questions.

Directions that you should read aloud to the students are printed in italic type (*like this*). Directions to you interspersed in the spoken material are bracketed and printed in contrasting bold type **[like this]**. Other information is in regular type (like this).

**Session 1A:**
**Identification Information**

**Estimated time: 10 minutes**

**Materials needed: Composition Booklets 1 and 2, blue- and/or black-inked pens, and sharpened #2 pencils**

1. **Read aloud to the students:**

   *The tests you are going to take during the next two days are part of a program designed to find out how well you write. The results will also help us to find out how well our school is teaching you. All fourth-grade, eighth-grade, and eleventh-grade students in the state of Maine are taking this writing test. It is important that you do your best on each of the two writing tests. The results of this test will become part of your permanent school records.* **[Pause.]** *If you do not have a sharpened #2 pencil, please raise your hand.*

2. Supply pencils to students who need them.

3. Give one set of composition booklet documents (Composition Booklets 1 and 2) to each student. Pass out the different forms of the composition booklets just as you would if all forms were identical. **DO NOT SEPARATE THE MATCHED SETS OF COMPOSITION BOOKLETS BEFORE PASSING THEM OUT TO STUDENTS.**

4. **Say to the students:**

   *During this first session you will fill out some identification information in your test materials. Before we begin, please look through Composition Booklet 1 to see if Composition Booklet 2 is inserted.* **[Replace the entire set of composition booklets if one is missing.]**

   *The first thing you must do is separate Composition Booklet 2 from Composition Booklet 1. Each composition booklet is labeled "Composition Booklet 1 or 2" at the top of the page. Composition Booklet 1 contains 8 pages and Composition Booklet 2 contains 4 pages with a sealed envelope inserted into it. Remove Composition Booklet 2 from the first composition booklet. You will end up with two separate documents—a composition booklet containing pages 1 through 8, and a composition booklet containing pages 1 through 4 with a sealed envelope inside.* **[Circulate and check.]** *Turn now to the document that says*

*"Composition Booklet 2." Using your sharpened #2 pencil, print your name, the name of our school, the name of your teacher or class, and the name of our school district as I have written it on the board. Print the same information again on page 4, the back cover of this composition booklet. When you have completed writing this identification on Composition Booklet 2, write your name on the sealed envelope but* **DO NOT OPEN THE ENVELOPE**. *Next take Composition Booklet 1 and write the same information on that document's page 2 and the back cover, page 8.* **[Pause.]**

5. While students are writing, circulate and check.

6. **Say to the students:**

*Please put Composition Booklet 2 aside for now. Take "Composition Booklet 1" and turn to page 2 of that document. On page 2 read the marking instructions silently to yourselves as I read them out loud—"Use a No. 2 pencil only. Do not use pen. Make a dark mark that fills the circle completely. Erase cleanly and carefully. Make no stray marks." Now look at the examples of correct and incorrect marks.* **[Pause.]**

*Find the words "Student Name Grid" below the marking instructions and the identification box on page 2. In the boxes a little below that, print the letters of your last name, starting with the first box on the left. Then print your first name and middle initial in the spaces indicated. If your name is longer than the number of spaces given, print as many letters as will fit. Under each letter you have entered, darken the circle that contains the same letter. Now find the birth date grid. Print the month, day, and year of your birth. Under each digit darken the circle that contains the same digit.* **[Circulate and check.]** *When you have completed marking the name and birth date grids in Composition Booklet 1, set it aside and go to Composition Booklet 2. Repeat the same procedure in that composition booklet.* **[Circulate and check.]** *Now insert the sealed envelope into Composition Booklet 2. I will collect them.*

7. If you are going to Session 1B after a short break, ask the student to return Composition Booklet 2 to you, thus ending the session. If you plan to continue, follow the instructions for Session 1B, starting with step 2.

**Session 1B: Writing—Prompt A**

**Estimated time: 45 minutes**
**Materials needed: Composition Booklet 1, dictionaries, blue- or black-inked pens, and sharpened #2 pencils.**

**Optional: Spelling dictionaries, thesauruses**

**NOTE: Please keep in mind the provision for allowing students 50 percent more time if needed, as it will likely apply to several of your students during this test session. See page 3 for further explanation.**

**NOTE: Students may use blue- or black-inked pens or sharpened #2 pencils for the writing session. The writing tool should be the same tool used routinely in the classroom during writing instruction. (Grade 4 only) Students may print or use cursive, whichever is more legible.**

1. Each student must have his or her own Composition Booklet 1.

2. Electronic spelling tools are permissible if they are routinely used in classroom instruction.

3. **Say to the students:**

*During this session you will be taking the first writing test. You will be working with Composition Booklet 1. You may use a blue- or black-inked pen or a #2 pencil for this test.* **[Pause.]** *Please look at page 3 of your composition booklet. This page gives you directions to follow as you take this test and provides you with information about how your writing will be scored. It also tells you the topic or prompt for this essay. The prompt is located in a box at the top of this page and is repeated on page 4. Are there any questions about how to locate the writing prompt? Now read the writing instructions silently as I walk around the room. If you have specific questions about the directions or don't understand the meaning of a word in the writing prompt, raise your hand and I will answer your questions individually. Remember to plan your essay carefully so your final draft can be completed in the three pages of space provided for the writing test. You may write a draft, make notes, or create a web on page 4 of your composition booklet. Your final draft should be written on pages 5, 6, and 7. Are there any questions about where to write your final draft?* **[Circulate around the room and answer any questions asked about the writing task.]**

**NOTE: All writing samples must be planned and written entirely by the students. Test administrators are not permitted to discuss the writing prompts or student responses in order to help the students plan or generate text during the testing period.**

The purpose of the writing assignment is to generate a sufficient amount of text to evaluate the students' writing abilities. Responses to student questions regarding length of the composition should be answered to encourage a sufficient amount of text without coaching to the writing prompt.

While the preparation of a rough draft is encouraged, it is not required. Be careful in answering students' questions so that you do not influence their decision.

4. **Say to the students:**
*You will have about 45 minutes to complete this writing test. You should do the best work you can, and your final essay should reflect that effort. You will be given some extra time, if needed, to finish copying your draft. You may begin writing now.*

5. While the students are writing, circulate around the room from time to time to see that students are writing in the correct place. Be sure that the students are not using the final draft space of the composition booklet for the draft. All text generated for this writing exercise must be included in the space provided for this test. Text written beyond the space provided will not be considered during the scoring process.

6. During the testing period, please write the time remaining on the board. Update it every 10 minutes so that students may pace their work.

7. When five minutes are left in the testing period, say to the students:
*There is a short amount of time left in this test session. You should be working on your final draft at this time. If you are going to have trouble finishing your final draft on time, don't worry. There is a provision to allow you more time. Be sure to check your final draft for paragraphing, spelling, punctuation, capitalization, and correctness of your words and sentences.*

During the 50% (25 minute) extension, time management and classroom distractions become major factors. You may decide to dismiss the majority of the students if only a few are using the extra time. Indicate the beginning of the 25 minute extension; then let students know when there are 10 minutes left and when there are 5 minutes left. **However, if students are still copying rough drafts at the conclusion of the allotted time, allow them time to finish!**

8. Collect the composition booklets. Check each composition booklet to see that each student has written his or her name, the school, classroom/teacher, and district name in the box on page 2. Also check to see that each student has filled in the name grid and birth date grid accurately.

9. If you have been selected to complete the program information on page 1 of Composition Booklet 1, follow the directions for encoding student information found on pages 9 and 10 of this manual.

10. When student information has been checked and encoding information completed as instructed by the test coordinator, return the composition booklets to the test coordinator. (If a student was absent from the scheduled Session 1B and must make up the writing test, his or her composition booklet should be stored in a secure place until the scheduled make-up session.

**Session 2: Writing—Prompt B**
**Estimated time: 45 minutes**

**Materials needed: Composition Booklet 2, dictionaries, blue- or black-inked pens, and sharpened #2 pencils.**

**Optional: Spelling dictionaries, thesauruses**

**NOTE: Please keep in mind the provision for allowing students 50 percent more time if needed, as it will likely apply to several of your students during this test session. See page 3 for further explanation.**

**NOTE: Students may use blue- or black-inked pens or sharpened #2 pencils for the writing session. The writing tool should be the same tool used routinely in the classroom during writing instruction. (Grade 4 only) Students may print or use cursive, whichever is more legible.**

1. Pass out Composition Booklet 2 containing the inserted sealed envelope to each student in your class. Each student must have his or her own composition booklet and sealed envelope.

2. Electronic spelling tools are permissible if they are routinely used in classroom instruction.

3. **Say to the students:**

*During this session you will be taking the second writing test. You will be working with Composition Booklet 2. You may use a blue- or black-inked pen or a #2 pencil for this test.* **[Pause.]** *The writing prompt for this session's task is secured inside the sealed envelope inserted in Composition Booklet 2. Please open the envelope and remove the writing prompt sheet at this time.* **[Circulate and check to be sure students are having no difficulty.]** *The writing prompt sheet containing directions, scoring guidelines, and writing prompt B is the single sheet of paper you just removed from the envelope. Page 2 of the writing prompt sheet has lined space for a rough draft, notes, or a web. Do you have any questions about the writing task for this test session? Now read the writing instructions silently as I walk around the room. If you have specific questions about the directions or don't understand the meaning of a word in the writing prompt, raise your hand and I will answer your questions individually. Remember to plan your essay carefully so your final draft can be completed in the three pages of space provided for the writing test. You may write a draft, make notes, or create a web on page 2 of your writing prompt sheet. Your final draft should be written on pages 2 through 4 of your composition booklet. Are there any questions about where to write your final draft?* **[Circulate around the room and answer any questions asked about the writing task.]**

- **NOTE: All writing samples must be planned and written entirely by the students. Test administrators are not permitted to discuss the writing prompts or student responses in order to help the students plan or generate text during the testing period.**

The purpose of the writing prompt is to generate a sufficient amount of text to evaluate the students' writing abilities. Responses to student questions regarding length of the composition should be answered to encourage a sufficient amount of text without coaching to the writing prompt. While the preparation of a rough draft is encouraged, it is not required. Be careful in answering students' questions so that you do not influence their decision.

4. **Say to the students:**

*You will have about 45 minutes to complete this portion of the writing test. You should do the best work you can, and your final composition should reflect that effort. You will be given some extra time, if needed, to finish copying your draft. You may begin writing now.*

5. While the students are writing, circulate around the room from time to time to see that students are writing in the correct place. Be sure that the students are not using the final draft space of the composition booklet for the rough draft. All text generated for this writing exercise must be included in the space provided for this test. Text written beyond the space provided will not be considered during the scoring process.

6. During the testing period, please write the time remaining on the board. Update it every 10 minutes so that students may pace their work.

7. When five minutes are left in the testing period, say to the students:

*There is a short amount of time left in this test session. You should be working on your final draft at this time. If you are going to have trouble finishing your final draft on time, don't worry. There is a provision to allow you more time. Be sure to check your final draft for paragraphing, spelling, punctuation, capitalization, and correctness of your words and sentences.*

During the 50% (25 minute) extension, time management and classroom distractions become major factors. You may decide to dismiss the majority of the students if only a few are using the extra time. Indicate the beginning of the 25 minute extension; then let students know when there are 10 minutes left and when there are 5 minutes left. **However, if students are still copying rough drafts at the conclusion of the allotted time, allow them to finish!**

8. Collect the composition booklets and writing Prompt B test sheets. Check each composition booklet to see that each student has written his or her name, the school, district, and teacher name in the box at the top of the pages 1 and 4.

9. When student information has been checked, return the composition booklets to the test coordinator. (If a student was absent from the scheduled Session 2 and must make up the writing test, his or her composition booklet should be stored in a secure place until the scheduled make-up session.)

# POST-TEST PROCEDURES

## Encoding Student Information

When students have completed the entire MEA writing test, you (or the school's designee) must encode the "Student Program Participation Information" box on each student's test booklet about specific program participation, English language fluency, special education, and modifications and exclusions. All sections have only a "yes" option; indicate each student's status by either filling in the circles or leaving them blank. A darkened circle is a "yes" response, and a blank circle corresponds to "no."

## Program Participation Information

Program participation information and background information about each fourth-grade, eighth-grade, and/or eleventh-grade student is requested for Improving America's School Act (IASA) programs, which include the Title I programs, other state and federal programs, and special education programs.

## IASA Program Information

- Is the student served by IASA compensatory services?

## Other Program Information

- Which category of English language fluency best describes the student? (Mark only one.)

  A student is **monolingual English** if there is no evidence that a language other than English is used in the student's home environment. The Department of Education *Lau* home language surveys were used to determine if students are bilingual or monolingual.

  A student is **bilingual/English fluent** if there is evidence that a language other than English is used in the student's home environment **and** the student is proficient in **all** English communication skill areas of reading, writing, speaking, and listening commensurate with his or her monolingual English peers.

  A student is **bilingual/limited-English proficient** if there is evidence that a language other than English is used in the student's home environment **and** the student has **limited English proficiency in one or more** of the English communication skill areas of reading, writing, speaking, or listening.

Guidelines for assessing limited English proficiency were published in the Commissioner's Administrative Letter #5 (August 19, 1996). If you or your school need more information about the results of the home language survey or the appropriate classification for a student, please contact Barney Berube at the Office of Bilingual Education, 287-5980.

## Special Education

- Does the student have an identified disability as defined in Maine Special Education Regulations, Chapter 101, 3.2–3.14? (Mark if "yes.")
- If yes, continue by identifying the appropriate code for the disability.

1. Mental Retardation
2. Hard of Hearing
3. Deaf
4. Speech & Language Impairment
5. Visual Impairment
6. Behavioral Impairment
7. Orthopedic Impairment
8. Other Health Impairment
9. Learning Disability
10. Deaf/Blind
11. Multi-handicapped
12. Not Used
13. Autism
14. Traumatic Brain Injury

- Does the student receive special education and related services for more than 60% of the school day in a composite or self-contained setting as defined in Maine Special Education Regulations, Title 101, 5.6–5.7? (Mark if "yes.")

## Modifications and Exclusions

- Does the student require testing modifications? (If yes, continue on to identify the appropriate code[s]. Codes are listed on page 11 of this manual and page 8 of the *Instruction Manual for Test Coordinators*. If no, continue with the exclusions question.)
- Was the student excluded from the writing testing? (Mark if "yes.")
- If the student was excluded from a session of testing or from all sessions, please indicate the reason for the exclusion(s) by marking the appropriate identification. A student may be excluded for the following reasons:
  - a PET/IEP decision was established for the student;
  - the student was absent from testing;
  - a Title I decision was established for the student; or
  - some "other" reason, which requires authorization from the Department of Education. (Call Dr. Horace Maxcy at 287-5996 or send e-mail to brud.maxcy@state.me.us.

## Returning Materials to Test Coordinator

Please take care of any responsibilities you have for makeup testing or the testing of students who require testing modifications.

☞ **NOTE: When all testing is finished (including makeup and specially modified sessions), there must be a set of student test materials for every student enrolled in grades 4, 8, and/or 11 at your school. If a student was totally excluded from the MEA writing test for any reason, you must complete page 1 of Composition Booklet 1, the student name grid on page 2 of Composition Booklet 1 and the student name grid on page 1 of Composition Booklet 2. Also mark "yes" to the exclusion question on page 1 of Composition Booklet 1.**

Make sure you have collected all materials from all of the students you tested.

Make certain you have encoded the required information on all composition booklets. Also remove stray marks and eraser bits from them.

### Top of Stack

Place the testing materials in a stack in the following order:

- this instruction manual
- all used Composition Booklet 2 documents
- writing Prompt B test sheets
- all unused composition documents
- any used Composition Booklet 1 documents that were not returned immediately after Session 1B
- student composition booklets that were marked on and then discarded (Please mark them "VOID" in large letters.)

### Bottom of Stack

Return the stack of testing materials to the school's test coordinator for this assessment.

**Thank you very much for your help in administering the Maine Educational Assessment.**

# SPECIFIC ASSESSMENT MODIFICATION CODES

**A. Scheduling Modifications**

Tests were administered
- A.1. at a time of day or a day of the week most beneficial to the student.
- A.2. in short periods followed by rest breaks.
- A.3. until, in the administrator's judgment, the student could no longer sustain the activity.

**B. Settings**

Tests were administered
- B.1. individually.
- B.2. in a small group.
- B.3. in a carrel.
- B.4. in an alternative setting.
- B.5. at the student's home.
- B.6. with the student seated in front of the classroom.
- B.7. with the teacher facing the student.
- B.8. by other school personnel known to the student (e.g., LEP, Title 1, Compensatory Education, Special Education).

**C. Equipment Modification**

Tests were administered
- C.1. with the student using magnifying equipment.
- C.2. with the student wearing noise buffers.
- C.3. using a template.
- C.4. with the student using amplification equipment (e.g., a hearing aid or auditory trainer).
- C.5. with the student using a typewriter or word processor.
- C.6. with the student using a calculator for non-calculator sessions (only if the use of a calculator is part of the student's IEP).
- C.7. using other assistive technology.
- C.8. using a bilingual dictionary.

**D. Recording Modifications**

- D.1. The student's answers were dictated to test administrator and recorded in the student test booklet by the test administrator (except writing).
- D.2. The student wrote answers by machine, or on large-spaced paper.

*NOTE: Oral dictation of a writing sample is NOT an approved modification.*

**E. Modality Modifications**

- E.1. Tests were administered in large print.
- E.2. Tests were administered in braille.
- E.3. Tests were read to the student by the test administrator (with the exception of the reading session).
- E.4. An interpreter (for the hearing impaired) gave test directions.
- E.5. An administrator gave test directions with verification that the student understood them.
- E.6. Tests were translated into the student's native language for LEP students, if the student is participating in a native language instruction program. (Translation is to be done by local personnel.)
- E.7. Tests were read in "Sheltered English" content for LEP students in a manner that does not compromise test integrity.

**F. Partial Exclusions (must be reported in the "Modifications and Exclusions" section on page 1 of student Composition Booklet 1)**

The student was excluded from
- F.1. **the reading session.** NA
- F.2. **the mathematics session.** NA
- F.3. **the writing session.**
- F.4. **the science, social studies, arts and humanities, and/or health sessions.** NA

**G. Other Modifications**

- G.1. Other (must be approved by the Department of Education **in advance)**

For further information contact: Dr. Horace (Brud) Maxcy, Coordinator, Maine Educational Assessment, Department of Education, State House Station 23, Augusta, ME 04333, (207)287-5996 or send e-mail to brud.maxcy@state.me.us.

BEST COPY AVAILABLE